

**STATE DEPARTMENT OF EDUCATION  
CONSENT AGENDA  
OCTOBER 11-12, 2007**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>APPOINTMENT TO THE PROFESSIONAL STANDARDS COMMISSION FOR PUBLIC HIGHER EDUCATION/LETTERS AND SCIENCES REPRESENTATIVE</b>	Motion to approve
2	<b>ELEMENTARY SCHOOLS WITH LESS THAN 10 AVERAGE DAILY ATTENDANCE</b>	Information Item
3	<b>ANNUAL REPORT - HARDSHIP STATUS FOR ALBION ELEMENTARY SCHOOL</b>	Information Item

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**SUBJECT**

Appointment to the Professional Standards Commission Nomination

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1252, Idaho Code

**BACKGROUND**

Idaho Code Section 33-1252 requires that “. . . three (3) nominees for each position on the (*Professional Standards*) Commission shall be submitted to the state superintendent of public instruction, for the consideration of the State Board of Education . . . “

**DISCUSSION**

Idaho Code 33-1252 provided a specific breakdown of the membership required on the Professional Standards Commission. This nomination is submitted for appointment consideration by the State Board of Education to complete the last two years of a three-year term (July 1, 2006 – June 30, 2009) as a result of a resignation on the Commission due to a retirement at the University of Idaho.

The nomination recommended by the State Department of Education is as follows: Public Higher Education/Letters and Sciences Representation – Dr. Katherine Aiken, Dean; College of Letters, Arts and Social Sciences; University of Idaho.

**IMPACT**

N/A

**ATTACHMENTS**

Attachment 1 – Katherine Aiken Resumé

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**STAFF COMMENTS AND RECOMMENDATIONS**

**BOARD ACTION**

A motion to approve the request by the State Department of Education for the nomination appointment consideration of Dr. Katherine Aiken to complete the last two years of a three-year term as public higher education/letters and sciences representation on the Professional Standards Commission.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**CURRICULUM VITAE  
University of Idaho**

**NAME:** Aiken, Katherine G.

**DATE:** June 5, 2007

**RANK OR TITLE:** Dean, College of Letters, Arts and Social Sciences  
Professor of History

**DEPARTMENT:** College of Letters, Arts and Social Sciences

**OFFICE LOCATION AND CAMPUS ZIP:** Administration 111, 3154

**OFFICE PHONE:** (208) 885-7885

**FAX:** (208) 885-8964

**EMAIL:** [kaiken@uidaho.edu](mailto:kaiken@uidaho.edu)

**DATE OF FIRST EMPLOYMENT AT UI:** January 1984

**DATE OF TENURE:** July 1, 1994

**DATE OF PRESENT RANK OR TITLE:** July 1, 2006; August 1, 2000

**EDUCATION BEYOND HIGH SCHOOL:**

**Degrees:**

Ph.D., History, 1980, Washington State University

M.A., History, 1974, University of Oregon

B.A., History, 1972, University of Idaho

**Post-Doctoral Education:**

National Endowment for the Humanities Fellowship for College Teachers, "Mary Heaton Vorse," 1983

National Endowment for the Humanities Summer Seminar, "Labor History," Wayne State University, Robert Zieger, Director, 1981

**EXPERIENCE:**

**Teaching, Extension and Research Appointments:**

Professor, History Department, University of Idaho, 2000-present

Associate Professor, History Department, University of Idaho, 1994-2000

Assistant Professor, History Department, University of Idaho, 1988-94

Visiting Assistant Professor, History Department, University of Idaho, 1984-88

Graduate Teaching Assistant, Washington State University, 1974-80

Graduate Teaching Fellow, University of Oregon, 1972-74

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**Academic Administrative Appointments:**

Dean, College of Letters, Arts and Social Sciences 2006 to present  
Associate Dean, College of Letters, Arts and Social Sciences, 2005-06  
Acting Associate Dean, College of Graduate Studies, 2003, 2004  
Chair, University of Idaho History Department, 2000-05  
Project Director, National Endowment for the Humanities project, "Humanities Program for Rurally Isolated Nontraditional Students," Lewis-Clark State College, 1985-87  
Director of Extended Learning/Assistant Dean of Continuing Education, Lewis-Clark State College, Lewiston, Idaho, 1980-84

**TEACHING ACCOMPLISHMENTS:**

**Areas of Specialization:**

20<sup>th</sup> Century United States, Social and Cultural History, Women and Labor

**Courses Taught:**

American Studies 101, American Identities  
Core 101, 102, Contemporary American Experience  
Core 160, 161, Sport in American Society  
History 101, 102, History of Civilization  
History 111, 112, Introduction to United States History  
History 404/504, History of the Vietnam War  
History 404/504, America's Game: Baseball and History  
History 404/504, Sports and American Society  
History 501, Seminar in Twentieth Century America  
History 409/509, Colloquium: American Business and Labor  
History 415/515, Civil War and Reconstruction  
History 417/517, United States, 1900-1945  
History 418/518, United States, 1945 to present  
History 420/520, Women in American Society  
History 430/530, United States Social and Cultural History

**Students Advised:**

Undergraduates:

Advise approximately 30 a year.

Graduate Students Advised to Completion:

Mark Schreiter, Ph.D., 2007  
Leah Evans-Janke, Ph.D., 2007  
Wilma Woods-Davis, Ph.D., 2005  
Christopher Schlect, M.A., 2005  
Linnea Marshall, M.A., 2005

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Donna Smith, M.A., 2004  
Kristen Hughes, M.A.T., 2004  
Robbin Johnston, Ph.D., 2004  
Kaylene Nielson, M.A., 2003  
Wayne Cochrane, M.A., 2003  
Lori Lahlum, Ph.D., 2003  
Kirk Leichner, M.A., 2002  
Colleen Reynolds, M.A., 2002  
Jeff Middleton, M.A., 2002  
Mark Hoffman, MAT, 2001  
Paul John Sadin, M.A., 2001  
Kathleen L. Graham, M.A., 2001  
Debra E. Lish, Ph.D., 2000  
Rosemary Joyce Huskey, M.A., 2000  
Kathryn T. Bonzo, MAT, 1999  
Randall Jordan Doyle, Ph.D., 1996  
Debra E. Lish, M.A., 1994  
David Martin Ballard, M.A., 1993  
Chin-Yu Chen, Ph.D., 1992  
Corinne M. Davis, M.A., 1992  
Brent Bjornn, MAT, 1991  
Claibourne G. Williams, M.A., 1991  
Nancy F. Renk, M.A., 1991  
Wallace Glen Lewis, Ph.D., 1991  
Sally Jo Greene, M.A., 1990

**Professional Activities:**

Panelist, National Endowment for the Humanities, Education Division, 2006.  
Project Evaluator, “It’s Our Country, too!’: Alvin Josephy and American Indians,”  
funded by the Idaho Humanities Council, 2006.  
Team Member, State Board of Education Teacher Preparation Program Review,  
Northwest Nazarene University, 2006.  
Team Member, State Board of Education, Teacher Preparation Program Review, BYU-  
Idaho, 2004.  
Steering Committee, ITEACH Teaching American History grant, Grangeville School  
District 2003-06.  
Project Evaluator, “University of Idaho American Indian Film Festival,” funded by the  
Idaho Humanities Council, 2004.  
Social Studies Standards Review Team, Professional Standards Commission, Idaho  
State Department of Education, 2004.  
Panelist, Education Programs, National Endowment for the Humanities, 2004.  
Project Humanist, “Steinbeck Teacher Institute,” funded by the Idaho Humanities  
Council, 2003.  
Team Member, State Board of Education, Teacher Preparation Program Review,  
Albertson College, 2002.

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Project Evaluator, "At the North End of the Long Bridge: A Sandpoint Centennial Project," funded by the Idaho Humanities Council, 2002.

Panelist, Media Projects, National Endowment for the Humanities, 2002.

Lead Scholar, Idaho Online Encyclopedia, funded by National Endowment for the Humanities, 2002-04.

Project Evaluator, "A Century of Change," Latah County Historical Society, funded by the Idaho Humanities Council, 2001.

Project Evaluator, "A Journey in Search of the Human Spirit," North Idaho College, funded by the Idaho Humanities Council, 2001.

Project Humanist, "Raices Culturales/Cultural Roots: A Model for Integrating Folklife in the Classroom," Idaho Humanities Council Summer Institute for Teachers, 2001.

Program Chair, Pacific Northwest History Conference, 2000.

Program Co-Chair, American Historical Association -- Pacific Coast Branch, 2000.

Project Evaluator, "Personal Calendars: A Female Geography of the Twentieth Century," Coeur d'Alene, Flathead, and Spokane Indian Reservations, funded by the Idaho Humanities Council, 2000.

Project Evaluator, "Journey through Time," North Idaho College, funded by the Idaho Humanities Council, 2000.

Panelist, National Endowment for the Humanities, Humanities and Social Sciences Projects, 1999.

Project Evaluator, North Idaho College Forum, funded by the Idaho Humanities Council, 1999.

Project Evaluator, "Victorian Dickens Festival," Kellogg, Idaho, funded by the Idaho Humanities Council, 1999.

Project Humanist, Hemingway Institute, funded by the Idaho Humanities Council, 1999.

Project Evaluator, "Journey Through Time," funded by Idaho Humanities Council, 1998.

Project Humanist, Idaho State Historical Society Teacher's Institute on Women in Idaho, funded by the Idaho Humanities Council, 1997.

Project Evaluator, "Sacred Encounters" (Cataldo Mission), funded by Idaho Humanities Council, 1997.

Project Humanist, "Saga of a Mining Town: Burke Idaho," funded by Idaho Humanities Council, 1993-97.

Essay Reader, Advanced Placement Examinations in United States History, 1996.

Panelist, National Endowment for the Humanities, Development and Demonstration Projects, 1996.

Project Humanist, Wallace Mining Museum traveling exhibit, funded by the Idaho Humanities Council, 1995-96.

Project Humanist, Idaho State Historical Society program for teachers, funded by the Idaho Humanities Council, 1995.

Project Evaluator, "Fred E. Miller, Photographer of the Crows," funded by the Idaho Humanities Council, 1994.

Project Humanist, "North Idaho's Silver Legacy: A Portrait of the Historical Coeur d'Alene Mining District," funded by the Idaho Humanities Council, 1993-94.

Panelist, National Endowment for the Humanities, Programs in Libraries and Archives, 1993.

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Project Humanist, "Idaho History Project," funded by the Idaho Humanities Council and the National Endowment for the Humanities, 1992-94.

Project Director, "Women's Suffrage in Idaho," funded by the Idaho Humanities Council, 1991.

Project Director, "Women's Organizations in Idaho," funded by the Idaho Humanities Council and Idaho Centennial Commission, 1990-91.

Project Humanist, "The Home Front," funded by the Idaho Humanities Council, 1991.

Project Humanist, "Bill of Rights," funded by the Idaho Humanities Council and National Endowment for the Humanities.

Project Humanist, "Mormon Migration," funded by the Idaho Humanities Council, 1990.

Panelist, National Endowment for the Humanities, Programs in Libraries and Archives, 1990.

Project Humanist, "Let's Talk About It," funded by the Idaho Humanities Council, 1989-94, 1996-2000.

Project Humanist, "Two Constitutions Project," funded by the National Endowment for the Humanities, 1989.

Project Humanist, "Old Alturas County," funded by the Idaho Humanities Council, 1988.

Project Humanist and Evaluator, "Moscow Centennial Celebration," funded by the Idaho Humanities Council, 1987.

Project Humanist and Evaluator, "County Nights," funded by the Idaho Humanities Council, 1987.

Project Humanist, "A More Perfect Union," funded by the Idaho Humanities Council, 1987.

Project Evaluator, "Men, Money, and Mining: The History of Mining and Labor in the Coeur d'Alene Mining District," funded by the Idaho Association for the Humanities, 1986.

Project Humanist and Evaluator, "Who are These Children? The History of the Children's Home in State and National Context," funded by the Association for the Humanities in Idaho, 1983.

Participating Humanist, "Happy Birthday Franklin D. Roosevelt," a symposium funded by the Washington Commission for the Humanities, 1981.

**Honors and Awards:**

Phi Kappa Phi Distinguished Professor, 2005

ASUI Outstanding Faculty Award, 2004

ATHENA (University of Idaho Professional Women's Organization) Woman of the Year, 2003

Student Disabilities Services Outstanding Faculty Award, 2001

ASUI Outstanding Faculty Award, 2000

University of Idaho Award for Teaching Excellence, 2000

Inaugural Faculty Fellow, Excellence in Teaching the Humanities Program, 1998-99

Alumni Award for Excellence, 1989, 1996, 2000, 2003

Naval ROTC Faculty Excellence Award, 1998 and 1999

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University of Idaho Panhellenic Council Outstanding Faculty Award, 1989

**SCHOLARSHIP ACCOMPLISHMENTS:**

**Books:**

Aiken, Katherine G., Kevin Marsh, Laura Woodworth-Ney, *Idaho: The Heroic Journey*, Cherbo Publishing, 2006.

*Idaho's Bunker Hill: The Rise and Fall of a Great Mining Company, 1885-1981*, University of Oklahoma Press, 2005.

*Harnessing the Power of Motherhood: The National Florence Crittenton Mission, 1883-1925*, University of Tennessee Press, 1998. (Nominated for the Berkshire Women's Historical Award)

**Chapters in Books**

"Idaho," in Benjamin F. Shearer, ed., *The United States: The Story of Statehood for the Fifty United States*, Greenwood Press, 2004, Vol. 1: 325-356.

"Sister Aimee Semple McPherson and the Interwar West, 1920-1940," in Richard Eutlain, ed. *Western Lives: A Biographical History of the American West*, University of New Mexico Press, 2004, pp. 305-326. (Refereed)

"Western Smelters and the Problems of Smelter Smoke," in Dale Goble, Paul Hirt, ed., *Northwest Lands and Peoples*, University of Washington Press, 1999, pp. 501-522. (Refereed)

"The Struggles for Equality and Diversity, 1854-1975," Terrill, Bukowski, Isserman, Hammack, Karl, Coven, Steigerwald, and **Aiken**, *Documents Collection*, Worth Publishers, 1993, pp. 337-362.

"Don Samuelson," in *Idaho Governors: Historical Essays on Their Administrations*, edited by Robert Sims, Boise State University Press, 1992, pp. 176-181.

"Introduction" to *Silver Strike*, by William Stoll, University of Idaho Press, 1991, pp. ix-xix. (Introduction to 1991 reprint of a 1932 work, part of the *Idaho Yesterdays* series.)

**Articles in Refereed Journals:**

"Idaho Exchanges," *Idaho Yesterdays* 48 (Spring/Summer 2007): 7-9.

"Gender and the Congressional Career of Idaho's Gracie Pfof, 1952-1962," *Journal of the West* 42 (Summer 2003):44-51.

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“A Woman’s Place is in the House, Women in the U.S. House of Representatives: Idaho’s Gracie Pfof as Case Study,” *Rikkyo University American Studies Journal*, 24 (March 2002):1-39.

“Odyssey of a Union: Communism and the Rise of the Northwest Metal Workers, 1960-1971,” *Montana: The Magazine of History*, 47 (Autumn 1997):46-61.

“‘When I Realized How Close Communism Was to Kellogg, I Was Willing to Donate Day and Night’: Anti-Communism and the Bunker Hill Strike of 1960,” *Labor History*, 36 (Spring 1995):165-186.

“‘Not Long Ago a Smoking Chimney was a Sign of Prosperity’: Corporate and Community Response to Pollution at the Bunker Hill Smelter in Kellogg, Idaho,” *Environmental History Review*, 18 (Summer 1994):67-86.

“Bunker Hill versus the Lead Trust: The Struggle for Control of the Metals Market in the Coeur d’Alene Mining District, 1885-1918,” *Pacific Northwest Quarterly*, 84 (April 1993):42-49. Charles Gates Award.

“‘It May Be Too Soon to Crow’: Bunker Hill and Sullivan Company Efforts to Defeat the Miners’ Union, 1890-1900.” *Western Historical Quarterly*, XXIV (August 1993):309-331. Nominated for the Bryant Spann Memorial Prize.

“From Mission to Hospital: The Detroit Florence Crittenton Home, 1897-1930,” *Detroit in Perspective*, 6 (1982):50-64.

**Contributions to Edited Works:**

“The National Florence Crittenton Mission,” *Praeger Handbook of Adoption*, 2006, 235-237.

“May Arkwright Hutton,” *Encyclopedia of the American West*, Macmillan Publishing Company, 1996.

“Applying the Constitution: The Congress vs. the President in the Conduct of Foreign Policy,” *Rendezvous*, XXIII (Fall 1987):35-53 (with David Adler).

“Kate Waller Barrett,” in *Biographical Dictionary of Social Welfare in America*, edited by Walter Trattner, Greenwood Press, 1986, pp. 61-64.

“The National Florence Crittenton Mission in the Pacific Northwest,” *Northwest Women’s Heritage*, University of Washington, 1985, pp. 87-109.

**Other Publications:**

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“Mining in the Coeur d’Alenes,” “Idaho and the American West,” The Idaho Humanities Council 1994, 16-18.

“Women in Comics Can Be Good Role Models,” *The University of Idaho Magazine*, Vol. 10 (April 1993):16.

“A Meeting Ground for those of Purpose Great’: Women’s Organizations in Idaho,” pamphlet, Idaho Humanities Council and Idaho Centennial Commission, 1991, 12 pp.

**Book Review Essays:**

“Working and Living: Women and Mining Communities,” *Oral History Review* 26 (Winter/Spring 1999):119-125.

**Book Reviews:**

*Boise Idaho, 1882-1910: Prosperity in Isolation*, Carol Lynn MacGregor, in *Western Historical Quarterly*, forthcoming.

*Citizen: Jane Addams and the Struggle for Democracy*, Louise Knight, in *American Historical Review*, forthcoming, April 2007.

*Sick Building Syndrome and the Problem of Uncertainty: Environmental Politics, Technoscience, and Women Workers*, Michelle Murphy in *Technology and Culture* 48 (April 2007):444-6.

*Mining Women: Gender in the Development of a Global Industry, 1670-2005*, Jaclyn Gier and Laurie Mercier, eds. in *Montana: The Magazine of Western History* (Winter 2006):78-9.

*The Reconstruction of White Southern Womanhood 1865-1895*, Jane Turner Censer in *American Historical Review* (December 2004):1577-1578.

*Old Paint: A Medical History of Childhood Lead-Paint Poisoning in the United States to 1980*, Peter C. English in *Technology and Culture* 44 (April 2003): 405-407.

*Jane Addams and the Dream of American Democracy: A Life*, Jean Bethke Elshtain, in *American Historical Review* (December 2002):1567-568.

*Progressivism and the New Democracy*, Sidney M. Milkis and Jerome M. Mileur, eds., in *The Journal of Policy History* 14 (2002):219-222.

*Atlantic Crossings: Social Politics in a Progressive Age* by Daniel T. Rodgers, H-Pol, H-Net Reviews, January 2000. URL: <http://222.h-net.msu.edu/reviews/showrev.cgi?path=32096949068197>.

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*Wood River or Bust: Idaho's Silver Boom of the 1880's*, by Clark C. Spence in *Oregon Historical Quarterly* 101 (Spring 2000):106-7.

*Oil, Wheat and Wobblies: The Industrial Workers of the World in Oklahoma, 1905-1930*, by Nigel Anthony Sellers in *Western Historical Quarterly* XXX (Spring 1999):93-94.

*Hazards of the Job: From Industrial Disease to Environmental Health Science*, by Charles Sellers and *Radium Girls: Women and Industrial Health Reform, 1910-1935*, by Claudia Clark in *Technology and Culture* 39 (October 1998):794-797.

*Working the North: Labor and the Northwest Defense Projects, 1942-1946*, by William R. Morrison and Kenneth A. Coates, *Western Historical Quarterly*, 26 (Summer 1995):259-260.

*The Psychiatric Persuasion: Knowledge, Gender, and Power in Modern America*, by Elizabeth Lunbeck, *History*, 23 (Summer 1995):155.

*Margaret Fuller, An American Romantic Life: The Private Years*, by Charles Capper, *History*, 22 (Winter 1994):92.

*Idaho Women in History: Big and Little Biographies and Other Gender Stories* by Betty Penson-Ward, *Idaho Yesterdays*, 36 (Spring 1992):33-34.

*Sexual Anarchy: Gender and Culture at the Fin De Siecle* by Elaine Showalter, *History*, 20 (Winter 1992):81.

*Hecla: A Century of Western Mining* by John Fahey, *Oregon Historical Quarterly*, 92 (Winter 1991-2):433-435.

*Siringo: The True Story of Charles A. Siringo, Texas Cowboy, Longhorn Train Driver, Private Detective, Rancher, and Author. . .* by Ben E. Pingnot, *Montana: The Magazine of Western History*, 40 (Spring 1990):5.

*Walking to Work* by Eric Monkonnen, *The Historian*, 49 (November 1986):132-133.

**Presentations and Other Creative Activities:**

“Silver Valley History,” teacher in-service Spokane, Washington, May 4, 2007

“Senator Frank Church and the Idaho Connection,” Bellwood Lecture Panel, University of Idaho College of Law, October 12, 2006

“The Trial of the Century,” Invited Address, National Convention, Association of Attorneys General, Coeur d’Alene, Idaho, June 28, 2006.

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- “Big Trouble,” Invited address, Museum of Arts and Culture, Spokane, Washington, May 6, 2006.
- “Women and Mining in the Coeur d’Alenes,” Invited Address, Central Washington University, April 10, 2006.
- “Civil Rights in the 1950s and 1960s,” Teacher Inservice, Ellensburg, Washington, March 8, 2006.
- “Idaho’s Bunker Hill,” Log Cabin Literary Center, Boise, Idaho, February 23, 2006.
- “Korea and Vietnam,” Teacher Inservice, Ellensburg, Wasnington, November 2, 2005
- “Labor and Ethnicity in the Coeur d’Alenes,” Idaho’s Journey for Human Rights, Wallace, Idaho, July 15-16, 2005.
- “Terrorism and History,” Teacher Inservice, McCall, Idaho, June 5-10, 2005.
- “Wonder Woman and Phi Beta Kappa: The Life of the Mind Meets Real Life in a Comic Strip,” banquet address, Phi Beta Kappa initiation, April 11, 2005.
- “Let’s Talk About It,” *Home Below Hells Canyon*, Bonners Ferry Idaho, January 21, 2005.
- “Suffrage and Prohibition,” Teacher Workshop, Ellensburg, Washington, November 3, 2004.
- “Much More Than a Hole in the Ground: Kellogg, Idaho’s Bunker Hill Company,” keynote address, Idaho State Historical Society Annual Meeting, Boise, Idaho, October 21, 2004.
- Brown v. Board* and Civil Rights, Teacher Workshop, McCall, Idaho, June 21-22, 2004.
- Pedagogy and Primary Sources: The Lewis and Clark Example, Teacher inservice workshop, Grangeville, Idaho, February 25, 2004
- “Let’s Talk About It,” *Their Eyes Were Watching God*, Lewiston, Idaho, February 10, 2004.
- Gracie Pfost and Helen Chenoweth: Idaho Women in the House, University of Idaho Women’s Center, March 23, 2004.
- “The Women’s History Context for *Reed v. Reed*,” presentation and panel discussion with United States Supreme Court Justice Ruth Bader Ginsberg, September 18, 2003.

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- “May Arkwright Hutton,” public presentation, Wallace, Idaho, June 28, 2003.
- “The Left in the 1930s and 1950s: Making Historical Connections,” Idaho Humanities Council Summer Institute, Nampa, Idaho, July 26, 2003.
- “From Boycott to Consciousness Raising: Ella Baker and Jo Ann Robinson,” University of Idaho Women’s Center, March 27, 2003.
- “Let’s Talk About It,” *A Victorian Gentlewoman in the Far West*, Orofino, Idaho, January 14, 2003.
- “What’s a Nice Girl Like Me Doing in a Profession Like This?” University of Idaho Interdisciplinary Colloquium, 2002.
- “Water and the West,” Idaho Humanities Council Summer Institute, Nampa, Idaho, July 2002.
- “Kellogg, Idaho’s Bunker Hill Company,” Banquet Address, Mining History Conference, Wallace, Idaho, June 21, 2002.
- “That ‘Motley Irish Crowd’: Ethnicity and the Coeur d’Alene Mining Wars of the 1890s,” Idaho State University Centennial Academic Celebration of Idaho, January 30, 2002.
- “Let’s Talk About It,” *Grapes of Wrath*, Priest River, Idaho, October 23, 2001.
- “Racial Diversity in Idaho: Hispanics in the Silver Valley as a Case Study,” Idaho Humanities Council Summer Institute, Nampa, Idaho, July 10, 2001.
- “Let’s Talk About It,” *Their Eyes Were Watching God*, Sandpoint, Idaho, January 22, 2001.
- “Let’s Talk About It!” *Invisible Man*, Bonners Ferry, Idaho, January 31, 2000.
- “Let’s Talk About It!” *Balsamroot*, Sandpoint, Idaho, November 11, 1999.
- “The United States in the 1920s: Hemingway’s Milieu,” public presentation, Ketchum, Idaho, July 21, 1999.
- “The Coeur d’Alene Mining Wars, 100 Years Later,” public presentation, Wallace, Idaho, April 29, 1999.
- “Let’s Talk About It,” *A Mormon Mother: An Autobiography*, Sandpoint, Idaho, September 24, 1998.

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- “Mining and Idaho History,” Teacher In-Service, “Institute on Idaho and the American West,” Boise, July 23, 1998, sponsored by Idaho Humanities Council.
- “Let’s Talk About It,” *Home Below Hell’s Canyon*, Bonners Ferry, Idaho, March 2, 1998.
- “Women’s Suffrage in Idaho,” Teacher In-Service, “Writing Women into Western History,” Boise, July 15, 1997, sponsored by Idaho State Historical Society and Idaho Humanities Council.
- “Idaho History,” half-day Elderhostel workshop, Sandpoint, Idaho, March 8, 1997.
- “Let’s Talk About It,” *Invisible Man*, Sandpoint, Idaho, November 25, 1996.
- “Women and the Teaching Curriculum,” University of Idaho Fall Teaching Forum, September 24, 1996.
- “Baseball as a Case Study for Historical Inquiry,” Troy High School, May 13, 1996.
- “Using History as a Lens to Explore Challenges Women Face in Nontraditional Employment Situations,” Workshop at Hewlett-Packard Company, Spokane, Washington, March 28, 1996.
- “Gender as an Issue in the Career of Idaho Member of Congress Gracie Pfof,” keynote address, Women’s History Week, Boise State University, March 11, 1996.
- “The Seventy-Fifth Anniversary of the Woman’s Suffrage Amendment,” University of Idaho Women’s Center, September 20, 1995.
- “Environmental Issues and Mining,” Teacher In-Service, Boise, Idaho, June 26, 1995.
- “Women and Social Welfare During the Progressive Era,” University of Idaho Women’s Center, February 15, 1995.
- “Mining and the Depression,” Public Presentation, Wallace, Idaho, December 5, 1994.
- “A New Look at Mining in Idaho,” Public Presentation, Orofino, Idaho, November 8, 1994.
- “The Silver Valley--Spokane Connection,” Keynote Address, National University Continuing Education Association Regional Meeting, Spokane, Washington, October 20, 1994.
- “Mining and the Environment,” Public Presentation, Moscow, Idaho, October 19, 1994.
- “Mining Technology,” Public Presentation, Lewiston, Idaho, October 12, 1994.

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- “Mining in Idaho,” Teacher In-Service, Moscow, Idaho, October 6, 1994.
- “Mining in North Idaho,” Public Presentation, Coeur d’Alene, Idaho, September 22, 1994.
- “The Coeur d’Alene Mining Wars,” Public Presentation, Wallace, Idaho, May 6, 1994.
- “Let’s Talk About It, *We Sagebrush Folk*, Orofino, Idaho, April 4, 1994.
- “Let’s Talk About It,” *Billy the Kid*, Sandpoint, Idaho, October 26, 1993.
- “Western Women’s Voices,” Pacific Northwest Library Association, Kalispell, Montana, August 13, 1993.
- “Mining in Idaho,” Teacher Summer Institute, sponsored by National Endowment for the Humanities and Idaho Humanities Council, Boise, Idaho, June 21, 1993.
- “Let’s Talk About It,” *Ceremony*, Bonners Ferry, Idaho, March 8, 1993.
- “Women in Comics,” University of Idaho Women’s Center, February 17, 1993.
- “Idaho and WWII,” Keynote Address, Latah County Historical Society Annual Meeting, January 28, 1993.
- “The Bill of Rights,” Teacher In-Service, Coeur d’Alene, Idaho, March 20-21, 1992.
- “Let’s Talk About It!” *A Bride Goes West*, Bonners Ferry, Idaho, March 9, 1992.
- “Idaho Congresswoman Gracie Pfof,” University of Idaho Women’s Center, February 26, 1992.
- “Idaho, the Homefront, and World War II,” Public Presentation, Moscow, Idaho, December 7, 1991.
- “Women’s Organizations in Idaho,” Public Presentation, Coeur d’Alene, Idaho, November 4, 1991.
- “The Bill of Rights,” Teacher In-Service, Moscow, Idaho, October 3 and 4, 1991.
- “Women’s Suffrage in Idaho,” Public Presentation, Latah County Historical Society, Moscow, Idaho, July 21, 1991.
- “Women and the Bill of Rights,” Public Presentation, Boise, Idaho, June 11, 1991.
- “The English Background to the Bill of Rights,” Whittenberger Foundation Teacher Summer Institute, Caldwell, Idaho, June 10 and 11, 1991.

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- “The University of Idaho Then and Now,” speech to University of Idaho, College of Letters and Science, Fifty Year Graduates, May 11, 1991.
- “The Bill of Rights,” Public Presentation, Boise, Idaho, April 11, 1991.
- “May Hutton,” University of Idaho Women’s Center, February 13, 1991.
- “Let’s Talk About It!” *A Bride Goes West*, Moscow, Idaho, February 13, 1991.
- “Women in History,” Coeur d’Alene Women’s Forum, October 26, 1990.
- “Let’s Talk About It!” *We Sagebrush Folk*, Potlatch, Idaho, October 16, 1990.
- “Mormon Migration,” Exhibit Opening Address, Bonner County Historical Society, Sandpoint, Idaho, October 4, 1990.
- “Mormon Migration,” Exhibit Opening Address, Latah County Historical Society, Moscow, Idaho, September 19, 1990.
- “Two Constitutions Project,” Western States Humanities Council Conference, Sun Valley, Idaho, May 31, 1990.
- “Let’s Talk About It!” *We Sagebrush Folk*, Coeur d’Alene, Idaho, April 11, 1990.
- “Let’s Talk About It!” *We Sagebrush Folk*, Kellogg, Idaho, April 3, 1990.
- “Abigail Scott Duniway,” University of Idaho Women’s Center, February 21, 1990.
- “Let’s Talk About It!” *We Sagebrush Folk*, Sandpoint, Idaho, October 18, 1989.
- “Labor Relations and the Bunker Hill Company,” invited address, Lewis Clark State College Business Students, October 14, 1989.
- Teacher In-Service Workshop, “Women’s Suffrage and the Idaho Constitution,” Sandpoint, Idaho, October 5 and 6, 1989.
- “The Idaho Constitutional Convention,” Public Presentation, Sandpoint, Idaho, October 5, 1989.
- Teacher In-Service Workshop, “Women’s Suffrage and the Idaho Constitution,” Wallace, Idaho, September 24 and 25, 1989.
- “William Clagett and the Idaho Constitutional Convention,” Public Presentation, Wallace, Idaho, September 24, 1989.

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Teacher In-Service Workshop, "Women's Suffrage and the Idaho Constitution," Salmon, Idaho, April 20 and 21, 1989.

"The Idaho Constitutional Convention," Public Presentation, Salmon, Idaho, April 20, 1989.

Teacher In-Service Workshop, "The Idaho Constitution," Lewiston, Idaho, April 3 and 4, 1989.

"The Idaho Constitutional Convention," Public Presentation, Lewiston, Idaho, April 3, 1989.

"Anti-Communism and the Bunker Hill Strike of 1960," Phi Alpha Theta Initiation Banquet Address, March 8, 1989.

"Margaret Sanger," University of Idaho Women's Center, February 6, 1989.

"Emma Goldman," University of Idaho Women's Center, February 16, 1988.

"Foreign Affairs and the United States Constitution," Public Presentation, Boise, Idaho, November 8, 1987.

"Foreign Affairs and United States Constitution," Public Presentation, Coeur d'Alene, Idaho, October 9, 1987.

Teacher In-Service Workshop, "The United States Constitution," University of Idaho Coeur d'Alene Center, October 8 and 9, 1987.

"Foreign Affairs and the United States Constitution," Public Presentation, Pocatello, Idaho, September 18, 1987.

Teacher In-Service Workshop, "The United States Constitution," Idaho State University, September 17 and 18, 1987.

"Elizabeth Cady Stanton," University of Idaho Women's Center, February 10, 1987.

**Professional Meeting Papers:**

"New Technology, Industrial Organization, and the Coeur d'Alene Mining Wars," Pacific Northwest Labor History Association, 2000.

"Gracie Pfof and Helen Chenoweth, An Unlikely Duo: Gender as an Issue in Idaho Politics," Women's West Conference, 2000.

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- “‘The Proliferation of Government Regulation and Interference’: Kellogg, Idaho’s Bunker Hill Company and Government Efforts to Protect the Environment, 1970-1981,” American Society for Environmental History, 1995.
- “Gender as an Issue in the 1952 Election of Idaho’s Gracie Pfof,” American Historical Association--Pacific Coast Branch, 1995.
- “Idaho Representative Gracie Pfof and the Hells Canyon Controversy,” Pacific Northwest History Conference, 1992.
- “An Independent Labor Union’s Odyssey: The Northwest Metal Workers, Kellogg, Idaho, 1960-1971,” American Historical Association, Pacific Coast Branch, 1992.
- “Entrepreneurial Risk-Taking at the Bunker Hill and Sullivan Company: Construction of the Lead Smelter, 1917,” Pacific Northwest History Conference, 1991.
- “A Company, the Community and the Environment: Environmental Impact and the Bunker Hill Company of Kellogg, Idaho,” American Historical Association, Pacific Coast Branch, 1991.
- “CIO! Labor Organization and the New Deal in Idaho’s Silver Valley, 1933-1942,” Pacific Northwest History Conference, 1990.
- “Miners and Smeltermen in the Silver Valley,” Miner’s Culture or Mining Culture: A Conference on Occupational Tradition in the Silver Valley, 1990.
- “Images of Women and the 1960 Mine-Mill Strike at the Bunker Hill Company,” Pacific Northwest History Conference, 1989.
- “From Mine to Company: The Bunker Hill, 1885-1900,” NEH Centennial West Conference, 1989.
- “Labor Relations at the Bunker Hill and Sullivan Company, 1892-1900,” Pacific Northwest History Association, 1988.
- “The Shoshone County Anti-Communist Association vs. the Mine, Mill, and Smelter Workers’ Auxiliary: Women and Anti-Communism in Kellogg, Idaho, 1950-1960,” Pacific Coast Branch, American Historical Association, 1988.
- “War in the Coeur d’Alenes: The Bunker Hill and Sullivan Company and the Miners’ Union, 1892-1900,” North American Labor History Conference, 1987.
- “Mary Heaton Vorse: A Preliminary Report,” The Northwest Women’s Studies Association, 1982.

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“Florence Crittenton Homes and the Idea of Unwed Motherhood,” Northwest Women’s Studies Association Conference, 1979.

“Militant Tactics and the Women’s Social and Political Union,” West Coast Conference on British Studies, 1974.

**Grants and Contracts Awarded:**

“Silver Mining in the West: Conflict and Community on the Frontier,” National Endowment for the Humanities, Landmarks in American History and Culture program, \$168,944.00, 2005-06.

“Much More than a Hole in the Ground: Kellogg, Idaho’s Bunker Hill Company 1885-1981 -- Photographs,” John Calhoun Smith Fund, \$727, 2004.

“Much More than a Hole in the Ground-Kellogg, Idaho’s Bunker Hill Company,” John Calhoun Smith Fund, \$2,360, 1997.

Summer Sessions Innovative Program Grant for “America’s Game: American Society and Baseball, 1845-present,” \$2,000, 1997.

Summer Sessions Innovative Program Grant for “America’s Game: American Society and Baseball, 1845-present,” \$2,000, 1996.

“History of the Bunker Hill and Sullivan Mining and Smelting Company in Kellogg, Idaho, 1885-1982, Part VII,” John Calhoun Smith Fund, \$1,289, 1995.

“Gender and the Congressional Career of Idaho’s Gracie Pfof,” paper at American Historical Association, Pacific Coast Branch, August 1995, Small Travel Grant, \$800.

“History of the Bunker Hill and Sullivan Mining and Smelting Company in Kellogg, Idaho, 1885-1982, Part VI,” John Calhoun Smith Fund, \$1,050, 1992.

“History of the Bunker Hill and Sullivan Mining and Smelting Company in Kellogg, Idaho, 1885-1982, Part V,” John Calhoun Smith Fund, \$11,050, 1991.

“Women’s Suffrage in Idaho,” Seed Grant, University of Idaho, \$2,960, 1991.

Planning Grant from the Idaho Humanities Council, “Women’s Suffrage in Idaho,” \$858.98, 1990.

“Women’s Clubs in Idaho,” Idaho Humanities Council, \$7,770, 1990.

“History of the Bunker Hill and Sullivan Mining and Smelting Company in Kellogg, Idaho, 1885-1982, Part IV,” John Calhoun Smith Fund, \$5,006.26, 1990.

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“Women’s Suffrage in Idaho,” Idaho Humanities Council, \$1,996, 1990.

“Women’s Organizations in Idaho,” Idaho Centennial Commission, \$4,341, 1990.

“History of the Bunker Hill and Sullivan Mining and Smelting Company in Kellogg, Idaho, 1885-1982, Part III,” John Calhoun Smith Fund, \$3,388.33, 1989.

“Workshops on the Care and Management of Historical Photograph Collections,” Idaho Centennial Commission, \$4,950, 1989.

“History of the Bunker Hill and Sullivan Mining and Smelting Company in Kellogg, Idaho, 1885-1982, Part II,” John Calhoun Smith Fund, \$2,424, 1988.

“History of the Bunker Hill and Sullivan Mining and Smelting Company in Kellogg, Idaho, 1885-1982,” John Calhoun Smith Fund, \$3,147, 1987.

Faculty Development Grant, University of Idaho NEH Project, \$4,655, 1986.

“Humanities Program for Rurally Isolated Nontraditional Students,” National Endowment for the Humanities, \$90,000 (at Lewis-Clark State College), 1985-87.

Course Development Grant, University of Idaho NEH Project, \$10,000, 1985.

Coeur d’Alene Humanities Program, Idaho Humanities Council, \$2,943, 1985.

“Cooperative Education Program,” Department of Education, Cooperative Education Administration, \$72,100 (at Lewis-Clark State College), 1984.

“Developing Programs for Adult Learners,” Department of Education, Title III, \$160,000 (at Lewis-Clark State College), 1982.

“International Trade Awareness Program,” Shelby Collum Davis Foundation, \$28,750 (at Lewis-Clark State College), 1982.

**Scholarly Work in Progress:**

“Women’s Suffrage in Idaho.”

“Idaho United States Representative Gracie Pfost.”

**Honors and Awards:**

Organization of American Historians/Japanese Association for American Studies Residency in Japan, Rikkyo University, 2001

Charles Gates Award for the best article in Pacific Northwest Quarterly, 1994

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Idaho Humanities Council Fellowship, 1991-92

**SERVICE:**

**Major Committee Assignments:**

American Studies Committee  
History Committee, University of Idaho Centennial  
History Scholarship Committee, Chair  
Honors Program Committee  
Institutional Planning and Budget Advisory Committee, 2004  
John Calhoun Smith Committee, 2001-05  
Letters and Science Dean's Advisory Committee, 1997-98  
Letters and Science Diversity Task Force  
Letters and Science Tenure and Promotion Committee, 1996-98  
Strategic Enrollment Management Steering Committee, 2003-05  
Teacher Education Coordinating Committee, 2004-06  
Teacher Education Re-Design Steering Committee  
University Committee on General Education, 2003-06  
University Finance and Budget Committee, 2004-05  
University Research Council, 1998-2000  
University Tenure and Promotion Committee, 2003, 2004  
University Vision and Resources Task Force, 2004  
Women's Center Advisory Board

**Professional and Scholarly Organizations:**

American Historical Association - Pacific Coast Branch  
Nominating Committee, 1994-96  
Council, 1998-2000  
W. Turrentine Jackson Dissertation Award Committee, 2000-02 (Chair 2002)  
Northern Rockies Consortium for Higher Education  
Board of Directors, 1981-83  
Organization of American Historians  
Membership Committee  
Phi Beta Kappa  
Idaho Alpha Chapter President, 2005  
Phi Kappa Phi  
Phi Alpha Theta

Editorial Boards:

*Idaho Yesterdays*  
*Pacific Northwest Quarterly*

**Outreach Service:**

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Elected to Idaho Humanities Council, 2007  
Phi Alpha Theta history honorary advisor, 1991-2000  
University of Idaho Representative, Idaho Council for the Social Studies, 1998-present  
History Department Newsletter Editor  
Elderhostel State Director, 1982-92  
Idaho Centennial History Committee

**Honors and Awards:**

Virginia Woolf Distinguished Service Award, 2006

**ADMINISTRATIVE ACCOMPLISHMENTS:**

Instituted a History Department program to provide for a research-only semester for each faculty member  
Created a permanent History Department Endowment fund  
Fostered communication through publication of unit executive meeting minutes  
Created position of College of Letters, Arts and Social Sciences Business Manager and regularized budget processes in the college  
Designed and instituted CLASS Fellows program in lieu of associate dean position  
Developed CLASS Hiring Plan in consultation with unit administrators  
Facilitated CLASS strategic planning process  
Aided units in promulgating learning outcomes and creating assessment plans  
Worked to re-vitalize CLASS Advancement Council  
Launched "Come to CLASS" college awareness program  
Instigated greater administrative/faculty involvement with International Studies program  
Renewed interest in Institute for Pacific Northwest Studies  
Served on CLASS Transition Task Force and engaged in efforts to re-define the college  
Sponsored CLASS online newsletter  
Encouraged CLASS scholarship/creative activity through Kurt O. Olsson Early Career Fellowships and Key Fund program

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**IDAHO STATUTES  
TITLE 33  
EDUCATION  
CHAPTER 12  
TEACHERS**

33-1252. PROFESSIONAL STANDARDS COMMISSION -- MEMBERS -- APPOINTMENT -- TERMS. A professional standards commission is hereby created in the department of education, consisting of eighteen (18) members, one (1) of whom shall be a member of the staff of the state department of education, and one (1) of whom shall be a member of the staff of the division of professional-technical education, to be appointed by the state board of education. The members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system of the state and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. Such expansion of membership on the professional standards commission shall not require reaffirmation of the codes and standards of ethics and rules of procedure used by the professional standards commission.

Except for the member from the staff of the state department of education, and the member from the staff of the division of professional-technical education, three (3) nominees for each position on the commission shall be submitted to the state superintendent of public instruction, for the consideration of the state board of education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho association of school superintendents may submit nominees for one (1) position, the Idaho association of secondary school principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho school boards association may submit nominees for one (1) position; the Idaho association of special education administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position.

The state board of education shall appoint or reappoint members of the commission for terms of three (3) years.

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**STATE DEPARTMENT OF EDUCATION  
OCTOBER 11-12, 2007**

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**SUBJECT**

Approval to operate an elementary school with less than ten (10) pupils in average daily attendance.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1003 (2)(f), Idaho Code

**BACKGROUND**

Section 33-1003 (2)(f), Idaho Code, states that *“Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.”* At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the State Board of Education at the October meeting.

**DISCUSSION**

Nine of the ten school districts that requested approval to operate an elementary school during the 2007-2008 school year with less than ten (10) pupils in average daily attendance were approved for the 2006-2007 school year. One school district has an elementary school with estimated enrollment of greater than 10 for the upcoming year, but requested approval in the event that the average daily attendance falls below 10. Superintendent Luna approved all of the requests to operate an elementary school during the 2007-2008 school year with less than ten (10) pupils in average daily attendance (see attachment).

**IMPACT**

There is no impact on the distribution of the FY 2008 Public School appropriation.

**ATTACHMENTS**

Attachment 1 – List of approved districts / schools.

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

N/A

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board’s discretion.

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Elementary Schools Approved to Operate with Less Than 10 ADA  
School Year 2007-2008

School District	School	Estimated Enrollment	Requested Approval Last Year?
Garden Valley School District # 071	Lowman Elementary	10	YES
Soda Springs Joint School District # 150	Grays Lake Elementary	< 10	YES
Challis Joint School District # 181	Clayton Elementary	9	YES
Prairie Elementary School District # 191	Prairie Elementary - Junior High	< 10	YES
Mountain Home School District # 193	Pine Elementary - Junior High	11	YES
South Lemhi School District # 292	Tendoy Elementary	9	NO
Oneida School District # 351	Stone Elementary	10	YES
Pleasant Valley School District # 364	Pleasant Valley Elementary - Junior High	10	YES
Arbon Elementary School District # 383	Arbon Elementary	8	YES
Three Creek School District # 416	Three Creek Elementary - Junior High	5	YES

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**STATE DEPARTMENT OF EDUCATION  
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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**IDAHO STATUTES  
TITLE 33  
EDUCATION  
CHAPTER 12  
FOUNDATION PROGRAM --  
STATE AID -- APPORTIONMENT**

**33-1003. SPECIAL APPLICATIONS OF EDUCATIONAL SUPPORT PROGRAM.**

(2) Application of Support Program to Separate Schools/Attendance Units in District.

(f) Minimum Pupils Required. -- Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.

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**STATE DEPARTMENT OF EDUCATION  
OCTOBER 11-12, 2007**

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**SUBJECT**

Annual Report - Hardship Elementary School - Cassia County School District # 151, Albion Elementary School.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1003 (2)(b), Idaho Code

**BACKGROUND**

At the October 1999 meeting, the State Board of Education approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year, and required an annual report. However, the 2000 Legislature amended 33-1003 (2)(b) by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the State Board of Education chooses to rescind the hardship status.

**DISCUSSION**

Conditions supporting the October 1999 decision approve the Albion Elementary School as a Hardship Elementary School have not changed.

**IMPACT**

Cassia County School District #151 would have received \$103,431.25 less in FY 2007 if Albion Elementary School was not considered a separate school.

**ATTACHMENTS**

Attachment 1 – Letter from Gaylen Smyer to Tom Luna (8/15/2007) Page 3  
Attachment 2 – Letter from Jerry Doggett to Marilyn Howard (9/29/1999) Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

The Department of Education recommends that the State Board of Education does not rescind the hardship status of Albion Elementary School in Cassia County District #151.

**BOARD ACTION**

No action is required unless the State Board of Education chooses to rescind the hardship status.

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## CASSIA SCHOOL DISTRICT NO. 151

237 EAST 19<sup>TH</sup> STREET • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

August 15, 2007

Deborah Critchfield  
*Board Chairman*

Mike Matthews  
*Vice Chairman*

Steve Lynch  
*Board Member*

Dee L. Jones  
*Board Member*

Linda Petersen  
*Board Member*

Gaylen Smyer  
*Superintendent*

Pamela Wade  
*Business Manager*

Superintendent Tom Luna  
State Department of Public Instruction  
P. O. Box 83720  
Boise, Idaho 83720-0027

Re: Albion Elementary School

Dear Supt. Luna:

Since October, 1999 the State Board of Education has granted Albion Elementary School a *hardship* status. As noted in the minutes of the State Board of Education this status was granted for one year and identified the State Superintendent as the person responsible to present this request annually to the Board through the State Board of Education agenda.

Please accept this letter as a request for a *hardship status* for Albion Elementary School.

Thank you for your support of the children in Idaho. Please contact me if you need further information.

Sincerely,

Gaylen Smyer,  
Superintendent

GS:kp

Pc: Tim Hill

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## CASSIA COUNTY SCHOOL DISTRICT 151

O. GERALD DOGGETT, SUPERINTENDENT  
237 EAST 19TH STREET • BURLEY, ID 83318-2444 • (208) 678-6600 • FAX (208) 678-4231

September 29, 1999

Dr. Marilyn Howard  
State Superintendent  
State Department of Education  
P. O. Box 83720  
Boise, Idaho 83720-0027

Dear Dr. Howard:

The Cassia County School District 151 is respectfully requesting the Albion Elementary School be designated a Hardship Elementary School Status under Idaho Code 33-1003, 2.b., special applications of educational support program.

In addition, Idaho Code 33-1001 states that: Upon application of the Board of Trustees of a school district, the State Board of Education is empowered to determine that a given elementary school not otherwise qualifying, are entitled to be counted as a separate elementary school....When in the discretion of the State Board of Education, special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily attendance of the district's elementary grade school pupils (33-1003, 2b., Idaho Code).

The Cassia County School District believes Albion Elementary School meets the criteria of a "hardship elementary school" for the following reason:

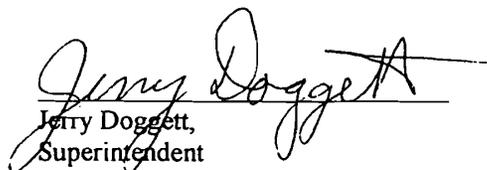
1. *"not otherwise qualifying"*:
  - a. Albion Elementary School does not meet the 10 mile standard required for designation as a "separate elementary school". However the 10 mile standard is substantially met (9.2 miles) and hazardous conditions on the "all-weather highway" are frequently encountered on a two mile mountain pass section of road involving a five percent (5%) grade, ice, blowing snow and a precipitous ravine immediately adjacent to the west side of the road. Severe winter weather conditions from the foot of the Albion grade into the Albion valley are frequently magnified by strong westerly winds resulting from mountain wave activity. These mountain waves are reinforced winds produced by winds moving across the Snake River Plain and over the Albion Mountain foothills. The foothills are oriented approximately perpendicular to winter prevailing winds.

AN EQUAL OPPORTUNITY EMPLOYER

- b. A request for "hardship elementary school" status based on age (grades K – 5), health or safety of Albion elementary students transiting the Albion grade is not unlike the rationale for legislative guidance in 33-1501, Idaho Code, which provides public school boards of trustees with the authority to waive the minimum 1.5 mile distance for bussing students based on considerations of "age or health or safety of the pupil."
2. "*special conditions....warranting retention...*"
    - a. Historically (since 1973) Albion has been designated as a remote elementary school. Along that line of thought and planning by the District the Albion community has been built around their school. The citizens don't understand ADA, hardship designation, or Idaho Code. All they know is in that tiny, isolated mountain-top community, the closing of their school isn't just an end to educating their kids in their community, it is an end to a way of life. We hasten to point out that the District is not requesting additional funding, only to reinstate the funding which the State Board approved in 1973. Although 26 years have passed the same conditions still exist.
  3. "*...substantial increase in cost per pupil...*"
    - b. In a comparative study between two elementary schools in Burley the annual cost of an FTE student in approximately \$2,638. In Albion Elementary that same cost is \$4,348. This does not include bussing nor maintenance which is a very nebulous and always changing dollar amount. Included in this average is salaries, benefits, utilities, equipment, supplies and text books. In addition, each time a utility company, such as telephone or electric or heating has to make a trip the expense is greater....in addition to our own maintenance crews.
    - c. If the Albion Elementary loses its special funding designation ( which it had since 1973) the Cassia Co. School District will lose \$88,000 per year (as per the State Department of Education finance department).

We thank you for your consideration.

Sincerely,

  
Jerry Doggett,  
Superintendent

OJD:kp

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 11-12, 2007**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**IDAHO STATUTES  
TITLE 33  
EDUCATION  
CHAPTER 12  
FOUNDATION PROGRAM --  
STATE AID -- APPORTIONMENT**

**33-1003. SPECIAL APPLICATIONS OF EDUCATIONAL SUPPORT PROGRAM.**

(2) Application of Support Program to Separate Schools/Attendance Units in District.

(b) Hardship Elementary School. -- Upon application of the board of trustees of a school district, the state board of education is empowered to determine that a given elementary school or elementary schools within the school district, not otherwise qualifying, are entitled to be counted as a separate elementary school as defined in section 33-1001, Idaho Code, when, in the discretion of the state board of education, special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily attendance above the average cost per pupil in average daily attendance of the remainder of the district's elementary grade school pupils. An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education.

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>SUPERINTENDENT'S UPDATE</b>	Information Item
<b>2</b>	<b>ISAT SCIENCE GRADUATION TEST</b>	Motion to approve
<b>3</b>	<b>PRESENTATION OF THE FY 2009 PUBLIC SCHOOL BUDGET REQUEST</b>	Information Item
<b>4</b>	<b>IDAHO COUNCIL FOR TECHNOLOGY IN LEARNING "CONNECTIONS 2007: A STATEWIDE K-20 PLAN FOR TECHNOLOGY IN IDAHO PUBLIC SCHOOLS AND HIGHER EDUCATION INSTITUTIONS"</b>	Motion to approve

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**STATE DEPARTMENT OF EDUCATION  
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**SUBJECT**

Superintendent of Public Instruction Update to the State Board of Education

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

N/A

**DISCUSSION**

N/A

**IMPACT**

N/A

**STAFF COMMENTS AND RECOMMENDATIONS**

N/A

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**STATE DEPARTMENT OF EDUCATION  
OCTOBER 11-12, 2007**

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**SUBJECT**

Passing 10<sup>th</sup> grade Science ISAT as a Graduation Requirement

**REFERENCE**

August 23, 2007

During the August 23, 2007 special Board meeting President Terrell recommended the State Department of Education gather feedback and make a recommendation whether 10<sup>th</sup> grade students in 2008 must pass the science ISAT to graduate.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-105, Idaho Code; Section 33-107, Idaho Code

**BACKGROUND**

In 2003 the State Board of Education passed rules requiring students in grade 10 to pass the ISAT for graduation beginning with the class of 2006. The House Education Committee in January 2004 allowed the rule to go forward. At the time the rule was passed, the ISAT included tests in language arts, math and reading. In 2005 the Board piloted the science ISAT as required by the No Child Left Behind Act in grades 5, 7, and 10. In 2007 cut scores were determined. There is a question when students must pass the science portion of the ISAT now proficiency scores are established.

**DISCUSSION**

After seeking feedback from educators throughout Idaho including superintendents and staff at the State Department, Superintendent Luna proposes the following:

Students currently enrolled in 8<sup>th</sup> grade would be required to pass the science ISAT when they take the test in 10<sup>th</sup> grade. This would mean the class of 2012 would be the first class required to pass the science ISAT. Students currently in 8<sup>th</sup> grade have taken the science ISAT as 7<sup>th</sup> graders and therefore have some knowledge of the test's format and content. This will help prepare them for the test as 10<sup>th</sup> graders. This action will also give students advance notice of the requirements they must attain to graduate.

**IMPACT**

Students graduating in the class of 2012 will be required to meet proficiency on the science portion of the ISAT. A temporary rule must be passed to approve this action. Because there is not enough time to forward the rule to the legislature, the rule will expire at the end of the Legislative session and the Board must pass a proposed rule in 2008.

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 11-12, 2007**

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**ATTACHMENTS**

Attachment 1 – Memo from Margo Healy, Office of the State Board	Page 3
Attachment 2 – Temporary Rule for IDAPA 08.02.03.107	Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

Department of Education staff recommends approval of the temporary rule for students to pass the science ISAT beginning with the class of 2012.

**BOARD ACTION**

Motion to approve the temporary rule, IDAPA 08.02.03.107, Rules Governing Thoroughness, Science ISAT as a Graduation Requirement.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 11-12, 2007**

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Dear Board Members,

August 13, 2007

In response to districts, your board office staff has taken the strictest interpretation of the administrative rule regarding science and students re-testing for graduation in 2008. Science becomes a required part of the ISAT in 2008, and therefore it is a required part of the Graduation Test. We are requesting direction from you.

**Strict interpretation of administrative rule requires retesting 11<sup>th</sup> and 12<sup>th</sup> graders testing after Jan 1, 2008 to take the Graduation Test for 2008. The 2008 Graduation Test requires students to pass the ISAT 10<sup>th</sup> grade science in addition to math, reading and language usage.**

Your ruling affects the students who failed one or more content areas of the test in May 06, and 07, and have not passed all three contents (math, language usage and reading) before January 1, 2008, when science is added to the Graduation Test.

- Districts feel that adding science for retesting 11<sup>th</sup> and 12<sup>th</sup> graders is an unfair burden.
- Before we impose this additional requirement for students who are in jeopardy, we want to be sure that the board's intention is correctly represented in this strict representation of rule.

Sample options

1. The Board could interpret the rule to allow re-testers to take only the portions that they took in the spring of their 10<sup>th</sup> grade.

*This relaxed interpretation will affect this year's 11<sup>th</sup> and 12 graders and those current 11<sup>th</sup> graders who will still be retesting when they are 12<sup>th</sup> graders. The requirement will phase in for this year's 10<sup>th</sup> graders who will take the graduation test for the first time in May 08.*

2. The Board could maintain a strict interpretation.

*A strict interpretation will, 1) add a burden for re-testers after January 1, 2008 this year, and, 2) require that districts add a science component immediately for alternate routes for graduation.*

I will appreciate any feedback you can give so that you can formalize your intention, if necessary, at the special board meeting later this month. This is time sensitive as it greatly affects the path for those re-testing 11<sup>th</sup> and 12 graders.

Thank you.

Margo Healy

ISAT Program Manager

[Margo.healy@osbe.idaho.gov](mailto:Margo.healy@osbe.idaho.gov)

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**STATE DEPARTMENT OF EDUCATION  
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**105. GRADUATION FROM HIGH SCHOOL.**

A student must meet all of the following requirements before the student will be eligible to graduate from an Idaho high school: (4-11-06)

**01. Credit Requirements.** (3-30-07)

**a.** (Effective for all students that graduate prior to January 1, 2013.) Each student shall demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. (3-30-07)

**b.** (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Each student shall complete the requirements found in Section 107 and other subjects to include forty-six (46) semester credits, one (1) semester equaling one-half (1/2) year. (3-30-07)

**02. Achievement Standards.** Each student shall meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-11-06)

**03. Proficiency (Effective January 1, 2006).** Each student shall achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. Effective on January 1, 2012, each student shall also achieve a proficient or advanced score on the science portion of the ISAT in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and, at the discretion of the school district or LEA, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (10-12-07)T

**a.** Before appealing to the school district or LEA for an alternate measure, the student must be: (4-11-06)

**i.** Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

**ii.** Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

**iii.** Enrolled in the fall semester of the senior year. (3-20-04)

**b.** The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)

**c.** The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)

**d.** The measure must be valid and reliable; and (3-20-04)

**e.** Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

**04. Foreign Exchange Students.** Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

**05. Special Education Students.** A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

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**107. HIGH SCHOOL GRADUATION REQUIREMENTS.**

**01. Requirements.** (Effective for all students that graduate prior to January 31, 2013.) The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (3-30-07)

**02. Requirements.** (Effective for all students that enter the ninth grade in the fall of 2009 or later.) The State minimum graduation requirement for all Idaho public high schools requires that a student take a minimum of forty-six (46) semester credits and achieve a proficient or advanced score on the ISAT, as described in section 105.03. (10-12-07)T

**a.** Twenty-nine (29) semester credits are required as listed in Subsections 107.03 through 107.08; and (3-30-07)

**b.** A minimum of seventeen (17) elective credits. (3-30-07)

**c.** All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. (3-30-07)

**d.** Local school districts or LEAs may establish graduation requirements beyond the state minimum. The local school district or LEA has the responsibility to provide educational opportunities that meet the needs of students in both academic and professional technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (3-30-07)

**03. Secondary Language Arts and Communication.** Eight (8) credits required that includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. One (1) credit of instruction in communications including oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the state high school communications standards requirements. (3-30-07)

**04. Mathematics.** (3-30-07)

**a.** Mathematics. (Effective for all students that graduate prior to January 31, 2013.) Eight (8) credits required, a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory based. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (3-30-07)

**b.** Mathematics. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. Secondary mathematics shall include instruction in the following areas: (3-30-07)

**i.** Two (2) semesters of Algebra I or courses that meet Algebra I standards as approved by the State Department of Education; (3-30-07)

**ii.** Two (2) semesters of Geometry or courses that meet Geometry standards as approved by the State Department of Education; and (3-30-07)

**iii.** Two (2) semesters of mathematics of the student's choice. (3-30-07)

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iv. Two (2) semesters of the required six (6) credits of mathematics must be taken in the last year of high school. (3-30-07)

c. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must complete six (6) credits of high school math in addition to the courses completed in middle school. (3-30-07)

**05. Science.** (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. (3-30-07)

a. Secondary sciences shall include instruction in the following areas: (3-30-07)

i. Biology; (3-30-07)

ii. Physical science or chemistry; and (3-30-07)

iii. Earth, space, environment, or approved applied science. (3-30-07)

b. Four (4) credits of courses outlined in Subsection 107.05.a. must be laboratory based. (3-30-07)

c. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. (3-30-07)

**06. Social Studies.** (Five (5) credits required), including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. (4-11-06)

**07. Humanities.** (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (4-11-06)

**08. Health/Wellness.** (One (1) credit required). A course focusing on positive health habits. (7-1-00)

**09. College Entrance Examination.** (Effective for all students that enter the ninth grade in the fall of 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. (3-30-07)

**10. Senior Project.** (Effective for all students that enter the ninth grade in the fall of 2009 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). (3-30-07)

**11. Assessment.** A student must achieve a proficient or advanced score on the ISAT in math reading and language usage. Effective on January 1, 2012, each student shall also achieve a proficient or advanced score on the science portion of the ISAT in order to graduate. A student is not required to achieve a proficient or advanced score on the ISAT if: (10-12-07)T

a. A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; (4-11-06)

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- b.** A student appeals for another measure approved by a school district or LEA as outlined in Subsection 105.03; or (4-11-06)
- c.** A student has an IEP that outlines alternate requirements for graduation. (4-11-06)
- d.** The requirement will be phased in providing the following exemptions for the calendar year of 2006 and 2007. (4-11-06)
- i.** Calendar year of 2006. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)
- (1) A student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency; (4-11-06)
- (2) A student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (4-11-06)
- (3) A student has an IEP that outlines alternate requirements for graduation; (4-11-06)
- (4) A student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)
- (5) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)
- (6) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)
- ii.** Calendar year of 2007. A student is not required to achieve a proficient or advanced score on the ISAT if: (3-30-07)
- (1) A student took the ISAT and was within three (3) RIT points of proficiency; (4-11-06)
- (2) A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (4-11-06)
- (3) A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)
- (4) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)
- (5) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)
- iii.** Calendar year of 2008 and subsequent classes. A student is not required to achieve a proficient or advanced score on the ISAT if: (3-30-07)
- (1) A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (3-30-07)
- (2) A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (3-30-07)
- (3) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-30-07)
- (4) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (3-30-07)

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**TITLE 33  
EDUCATION  
CHAPTER 1  
STATE BOARD OF EDUCATION**

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

(2) Statements of the state board of education and board of regents of the university of Idaho which relate to the curriculum of public educational institutions, to students attending or applicants to such institutions, or to the use and maintenance of land, equipment and buildings controlled by the respective institutions, are not rules and are not statements of general applicability for the purposes of chapter 52, title 67, Idaho Code.

(3) Notwithstanding any other provision of chapter 52, title 67, Idaho Code, the state board of education and board of regents of the university of Idaho shall be deemed to be in full compliance with the notice requirements of section 67-5221, Idaho Code, if:

(a) Notice is given by including the intended action in the official written agenda for a regularly scheduled meeting of the board, and the agenda is available for public inspection at the central office of the board not less than five (5) days prior to the meeting; and

(b) Notice of the intended action, accompanied by the full text of the rule under consideration prepared so as to indicate words added or deleted from the presently effective text, if any, is transmitted to the director of the legislative services office at the same time that notice is given under paragraph (a) of this subsection. The director of the legislative services office shall refer the material under consideration to the germane joint subcommittee created in section 67-454, Idaho Code, to afford the subcommittee opportunity to submit data, views or arguments in writing to the board prior to the time for receiving comment as provided in paragraph (d) of this subsection; and

(c) The intended action is discussed but not acted upon during the regularly scheduled meeting for which the agenda was prepared, but instead is held for final action at the next regularly scheduled or later meeting of the board; and

(d) At least fifteen (15) days prior to the scheduled date for final action, the board shall mail to all persons who have made timely request in writing to the board and shall publish in an issue of the Idaho administrative bulletin a brief description of the intended action, or a concise summary of any statement of economic impact required pursuant to section 67-5223(2), Idaho Code, and shall note the time when, the place where, and the manner in which interested persons may present their views thereon; and

(e) Upon adoption of a rule, the board, if requested in writing to do so by an interested person either prior to adoption or within twenty-eight (28) days thereafter, shall issue a concise statement of the principal reasons for and against its adoption,

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incorporating therein its reasons for overruling the considerations urged against its adoption.

**TITLE 33  
EDUCATION  
CHAPTER 1  
STATE BOARD OF EDUCATION**

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

- (1) Perform all duties prescribed for it by the school laws of the state;
- (2) Acquire, hold and dispose of title, rights and interests in real and personal property;
- (3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;
- (4) Delegate to its executive secretary, to its executive officer, or to such other administrators as the board may appoint, such powers as said officers require to carry out the policies, orders and directives of the board;
- (5) Through its executive departments and offices:
  - (a) Enforce the school laws of the state,
  - (b) Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation;
- (6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:
  - (a) Maintain a register of postsecondary educational institutions approved to provide programs and courses that lead to a degree or which provide, offer and sell degrees in accordance with the procedures established in chapter 24, title 33, Idaho Code,
  - (b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,
  - (c) Maintain a register of proprietary schools approved to conduct, provide, offer or sell a course or courses of study in accordance with the procedures established in chapter 24, title 33, Idaho Code;
- (7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;
- (8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived there from are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

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**SUBJECT**

Presentation of the FY 2009 Public School Budget request

**APPLICABLE STATUTE, RULE, OR POLICY**

NA

**BACKGROUND**

In August, Superintendent Luna invited the Chairmen of the Legislative Education Committees, and representatives of the Idaho Association of School Administrators (IASA), Idaho Association of Commerce and Industry (IACI), Idaho Business Coalition for Education Excellence (IBCEE), Idaho Digital Learning Academy (IDLA), Idaho Education Association (IEA), Idaho School Boards Association (ISBA), Parent Teachers Association (PTA), Idaho Rural Schools Association (IRSA), Northwest Professional Educators (NPE), Office of the State Board of Education, Office of the Governor / Division of Financial Management, and Legislative Services, to meet and make specific budget recommendations. Superintendent Luna took those recommendations into consideration when preparing the FY 2009 Public Schools Budget request.

**DISCUSSION**

The FY 2009 Public School Budget request will be presented to the State Board of Education.

**IMPACT**

If approved by the Legislature, this request will require a \$108.6 million, or 7.9% increase in state general funds.

**ATTACHMENTS**

Attachment 1 – FY 2009 Public School Budget request

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**STAFF COMMENTS AND RECOMMENDATIONS**

NA

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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Public School Support Program  
Distribution Factor

	2007-2008 Appropriation	2008-2009 Request
<b>1 APPROPRIATIONS / REQUEST</b>		
a. General Fund	\$1,367,363,800	\$1,476,022,000
b. Endowment / Lands, Lottery Dividend, Misc. Revenues	\$55,334,600	\$55,405,700
c. Cigarette and Lottery Taxes	7,000,000	4,700,000
<b>TOTAL DEDICATED REVENUES</b>	<u>\$62,334,600</u>	<u>\$60,105,700</u>
<b>TOTAL STATE REVENUES</b>	\$1,429,698,400	\$1,536,127,700
d. Federal Funds	\$215,000,000	\$215,000,000
<b>TOTAL REVENUES</b>	<u>\$1,644,698,400</u>	<u>\$1,751,127,700</u>
<b>2 PROGRAM DISTRIBUTION</b>		
a. Transportation	67,032,300	72,277,700
b. Border Contracts	1,000,000	1,100,000
c. Exceptional Contracts and Tuition Equivalents	6,075,000	6,330,000
d. Program Adjustments	480,000	550,000
e. Salary-based Apportionment	774,788,600	793,722,200
Salary-based Apportionment (Instructional Career Ladder)	0	50,000,000
f. Teacher Incentive Award (Nat'l Bd Cert)	166,100	219,600
g. State Paid Employee Benefits	139,771,900	143,187,500
State Paid Employee Benefits (Instructional Career Ladder)	0	9,020,000
h. Early Retirement Payout	4,750,000	4,750,000
i. Substance Abuse	7,000,000	4,700,000
j. Bond Levy Equalization Support Program	11,200,000	13,900,000
k. Idaho Digital Learning Academy	2,800,000	3,129,500
l. School Facilities Funding (lottery)	19,122,600	17,250,000
m. School Facilities Maintenance Match	2,300,000	3,000,000
n. Agriculture Replacement Phase-out	3,017,000	2,262,800
o. Classroom Supplies	5,180,000	5,379,500
p. Textbook Allowance	9,950,000	9,950,000
q. Remediation	5,000,000	5,000,000
r. Dual Credit Class Allowance	0	3,500,000
s. Gifted and Talented (Advanced Opportunity Teacher Training)	1,000,000	1,000,000
t. Math Initiative	350,000	3,972,500
u. Safe School Study	150,000	150,000
v. Rural School Initiative	100,000	100,000
w. Technology Grants	9,800,000	10,550,000
x. Idaho Reading Initiative	2,800,000	2,800,000
y. Limited English Proficient (LEP)	6,040,000	6,040,000
z. State Longitudinal Data System	0	1,900,000
aa. Federal Funds for Local School Districts	215,000,000	215,000,000
<b>TOTAL DISTRIBUTIONS</b>	<u>\$1,294,873,500</u>	<u>\$1,390,741,300</u>
<b>3 Education Stabilization Funds</b>	\$0	\$0
<b>4 NET STATE FUNDING AVAILABLE</b>	\$349,824,900	\$360,386,400
<b>5 SUPPORT UNITS</b>	13,750.0	14,025.0
<b>6 DISTRIBUTION FACTOR</b> (includes \$300 for Safe Environment Provisions)	\$25,442.00	\$25,696.0

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**SUBJECT**

Approval of "Connections 2007: A Statewide K-20 Plan for Technology in Idaho Public Schools and Higher Education Institutions"

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Educational Technology Initiative, Section 33-4805, Idaho Code

**BACKGROUND**

The statutory requirements of the Idaho Education Technology Initiative of 1994, states that the State Board of Education should annually review and approve the statewide technology plan developed by the Idaho Council for Technology in Learning (ICTL).

This plan, "Connections 2007: A Statewide K-20 Plan for Technology in Idaho Public Schools and Higher Education Institutions," represents the combined efforts of the Higher Education Information Technology Committee (HEITC) and the Public Education Information Technology Committee (PEITC). To date, this plan includes high level goals and objectives with the intent that work will still continue to identify detailed action items and performance measures. It is assumed that because this plan must be approved annually by the Board, that revisions and modifications will be an on-going effort and that this current draft represents the framework for this effort.

**ATTACHMENTS**

Attachment 1 – Connections 2007: A Statewide K-20 Plan for Technology in Idaho Public Schools and Higher Education Institutions Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The ICTL staff recommends the approval of the K-20 Plan.

**BOARD ACTION**

A motion to approve "Connections 2007: A Statewide K-20 Plan for Technology in Idaho Public Schools and Higher Education Institutions" as the statewide technology plan.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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# Connections 2007:

A Statewide K-20 Plan for Technology in Idaho  
Public Schools and Higher Education Institutions

## Vision:

Life long learners are motivated and empowered to achieve their K20 educational goals supported by:

1. use of current and emerging technologies
2. equitable, affordable and convenient access to global learning resources, opportunities and programs customized for or by the individual
3. a collaborative, seamless and effective state-wide infrastructure

## Mission:

The Idaho Council for Technology in Learning develops plans and makes recommendations on K20 educational technology and telecommunications plans, policies, programs and activities for all educational segments resulting in an actionable plan for the State Board of Education towards an improved, thorough and seamless public education system based upon the importance of applying technology to meet the learner's need.

## Executive Summary

The Idaho Council for Technology in Learning, the Idaho State Board of Education and the Idaho State Department of Education present this plan, **Connections 2007: A Statewide K-20 Plan for Educational Technology**, to the citizens of Idaho. This plan presents the vision, six goals and a framework for planning, implementing and integrating technology into Idaho's educational system.

Following the vision and goals are *Objectives* and *Action Strategies*. The objectives provide a method to help achieve the goals, and the action strategies provide methods for achieving the objectives.

Additional support material (including a glossary of terms) can be found in the appendices.

Technology planning is critical to the success of ICTL and for the successful integration of technology into everyday lives. As the world moves toward a more information-based, technology-oriented society, Idaho is poised to take a leadership role in educational technology and its use in the teaching and learning process.

## The Goals

- **Literacy** – Cultivate an environment that allows for the acquisition of 21<sup>st</sup> Century Skills, which will enable an individual to succeed and function effectively in an increasingly technological and information-based world.
- **Collaboration** – Engage and facilitate in cooperative efforts among educational segments that report to the State Board of Education, as well as libraries, businesses, professional organizations and community members to assist in implementing the mission and vision of the ICTL.
- **Access** – Champion efforts to provide equitable, sufficient and sustainable access to digital content that is customizable for and by the individual.
- **Integration** – Incorporate technology-based resources for the improvement of the quality and effectiveness of instruction and learning for all learners as well as for the increased efficiency in the administration and management of educational segments and data systems.
- **Evaluation/Assessment** – Engage in annual systematic inquiry to determine recommended technology-based resources, products, projects, programs, practices, priorities or needs that include the publication of the standards and criteria used to evaluate such programs.
- **Leadership** – Distinguish the ICTL as the recognized source for education technology that recommend and communicates policies, standards, guidelines, best practices, and priorities for teaching and learning.

# Literacy

Cultivate an environment that allows for the acquisition of 21<sup>st</sup> Century Skills, which will enable an individual to succeed and function effectively in an increasingly technological and information-based world.

**Objective 1:** Increase teacher technology literacy among Idaho's K-12 and Higher Education organizations that, as a result, improves the quality, effectiveness and relevance of instruction and learning by integrating technology with curriculum

**Objective 2:** Encourage the use of technology to create a framework of student centered learning.

**Objective 3:** Enable administrators to understand and competently use technology to fulfill their leadership duties in enhancing learning and school/district operations.

**Action Strategy:**

Ensure that by the 8<sup>th</sup> grade, all students are proficient, as outlined by the 8<sup>th</sup> grade technology standard, in the use of information and communication technologies, such as computers, networking and other digital and non-digital computing technologies, as well as audio, video and other media tools.

## Collaboration

Engage and facilitate in cooperative efforts among educational segments that report to the State Board of Education, as well as libraries, businesses, professional organizations and community members to assist in implementing the mission and vision of the ICTL.

- Objective 1:** (OPE Recommendation) Consult with ITRMC to recommend “Educational” standards and policies to the State Board of Education and ITRMC
- Objective 2:** (OPE Recommendation) Consult with appropriate educational segments and other professional education associations to identify standards and planning guidance for adequate district staffing and technical support
- Objective 3:** Ensure that appropriate educational segments as well as professional education associations and businesses are included in planning educational technology activities
- Objective 4:** Encourage and or endorse state-wide technology events, programs, or environments where educational segments as well as other professional education associations and businesses can converge for the improvement of instructional technology purposes
- Objective 5:** Establish common data flow systems among higher education institutions
- Objective 6:** Research technologies that can be adapted for use in Idaho education

## **Access**

Champion efforts that provide equitable, sufficient and sustainable access to digital content that is customizable for and by the individual.

**Objective 1:** Recommend a plan for a K-20 educational network

**Objective 2:** Improve the ability to identify, access and participate in learning resources and/or systems that are customizable for and by the individual

**Objective 3:** Work to enable access by all students and teachers to 21<sup>st</sup> Century tools

**Action Item:**

Alleviate the pressure put on computer labs during ISAT testing

## Integration

Incorporate technology-based resources for the improvement of the quality and effectiveness of instruction and learning for all learners as well as for the increased efficiency in the administration and management of educational segments and data systems.

- Objective 1:** Recognize the role that the technology coordinator plays in integrating technology by empowering the position with the appropriate authority, skills, insights and abilities to assist local administrators in improving student achievement
- Objective 2:** Establish a plan for an integrated K20 data flow system that improves data collection, management, storage, and reporting
- Objective 3:** Re-evaluate the standards and criteria for the public school technology grant program to ensure that some funds are used for integration efforts
- Objective 4:** Increase the breadth and depth of digital content for electronic delivery on demand to include all areas of educational and cultural resources, both formal and informal
- Objective 5:** Identify challenges that K-12 and Higher Educational organizations face that hinder or prevent the integration of technology

## Evaluation/Assessment

Engage in annual systematic inquiry to determine recommended technology-based resources, products, projects, programs, practices, priorities or needs that include the publication of the standards and criteria used to evaluate such programs.

- Objective 1:** (OPE Recommendation) Identify, evaluate, and recommend exemplary education and technology programs, practices, and products
- Objective 2:** (OPE Recommendation) Improve the quality of technology information maintained and reported to the Legislature
- Objective 3:** (OPE Recommendation) Develop a technology assessment tool that indicates levels of progress for planning and policy, finance, equipment and infrastructure, digital content, maintenance and support, professional development, and technology integration
- Objective 4:** Identify and recommend educational technology priorities and needs
- Objective 5:** Identify and communicate the impact that technology has on education to all K-20 stakeholders, the State Board of Education, and the Legislature

## Leadership

Distinguish the ICTL as the recognized source for education technology that recommend and communicates policies, standards, guidelines, best practices, and priorities for teaching and learning.

**Objective 1:** (OPE Recommendation) Prepare for an annual recommendation to the SBOE for approval of state-wide Tech Plan

**Objective 2:** (OPE Recommendation) Develop a standard ratio of computers-to-district technology support measured by full-time equivalent employees

**Objective 3:** (OPE Recommendation) Distribute public school technology grants

**Objective 4:** Recommend priorities for the expenditure of ICTL administrative resources toward technology within education

**Objective 5:** Identify the resources necessary for the ICTL to meet the directives and needs associated with its mission and role

## **Appendices (to be added later)**

- A. ICTL Legislation
- B. Recommendations
  - a. Hardware
  - b. Software
- C. Programs
- D. Best Practices
- E. Standards
- F. Policies
- G. Assessment tools
- H. ICTL Guidelines
  - a. Finance
  - b. Budgeting
  - c. Cost-effective technology acquisition
  - d. District Staffing for technical support
- I. Reports
- J. Resources

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 11-12, 2007**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**IDAHO STATUTES  
TITLE 33  
EDUCATION  
CHAPTER 12**

**IDAHO EDUCATIONAL TECHNOLOGY INITIATIVE**

33-4805. RESPONSIBILITIES OF THE COUNCIL -- COUNCIL STAFF. (1) Staff support for the council shall be drawn from the educational segments as recommended by the council and approved by the state board of education. The legislative intent is to provide broad representation of the various educational segments with the council staff.

(2) The council shall have the following responsibilities:

(a) Develop and maintain a statewide education technology plan to provide seamless education in Idaho. Such plan shall be subject to annual review and approval by the state board of education.

(b) Make recommendations to the state board of education on educational technology and telecommunications plans, policies, programs and activities for all educational segments.

(c) Subject to the approval of the state board of education, administer and develop standards and criteria for the public school technology grants program provided for in section 33-4806, Idaho Code.

(d) Ensure that the policies set by the information technology resource management council are followed in accordance with sections 67-5745B and

67-5745C, Idaho Code, in implementing educational technology programs pursuant to this chapter.

(e) Collaborate with all educational segments, as well as with professional education associations and businesses, in recommending priorities for funding and in identifying needs for technology use in education.

(f) Recommend to the state board of education, standards and procedures for the administration of this act, including, but not limited to, standards for technology-based resources, projects, programs, practices or products to be adopted or adapted, and standards and criteria by which to evaluate the technology-based programs. In addition, the council shall recommend exemplary programs, practices, or products based on the criteria established in this subsection.

(g) Recommend priorities for uses of educational technology.

(h) Work with representatives of the governing bodies of the educational segments to develop recommendations or strategies for the coordination, administration, and evaluation of educational technology programs and resources.

(i) Work with representatives of the governing bodies of the educational segments to identify strategies to coordinate statewide voice, video, and data telecommunications systems that may be accessed by the educational segments.

(j) To review, evaluate and build upon the educational technology projects in public schools funded through other state initiatives.

(k) To form such subcommittees or task forces as it deems necessary to review matters pertaining to a particular educational segment or to any other issues before the council.

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